



ENGLISH
HOLIDAY HOMEWORK
Year 12, 2021



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Work required in preparation for start of 2021:	Read/View all the texts: <i>The Women of Troy</i> by Euripides <i>Like a House on Fire</i> by Cate Kennedy <i>Tracks</i> by Robyn Davidson (audiobook available on Audible and Soundcloud) <i>Charlie's Country</i> (dir. Rolf De Heer) Complete all the tasks in the Holiday Homework Booklet
Textbooks and other resources:	Dictionary & thesaurus Binder Binder book Loose leaf refills Plastic pockets Lachlan's YouTube channel 'Burgerman' Click View (via SSSC website)
Key Links:	http://www.vcaa.vic.edu.au/Pages/vce/studies/english/index.aspx https://edrolo.com.au/ http://www.shmoop.com/ http://www.sparknotes.com/
Due date:	First Class Back in 2021

2021 - Unit 3 English

Week	Learning Goals & Outcomes	Content & Skills	Coursework & Assessment
1 Orientation Jan 28 – Jan 29	<i>On completion of this unit the student should be able to produce an analytical interpretation of Euripides' <u>The Women of Troy.</u></i>	L1: Introduction to Unit 3 English – T.W.O.T	
2 Feb 1 – Feb 5		L2: <u>The Women of Troy</u> by Euripides L3: <u>The Women of Troy</u> by Euripides	
3 Feb 8 – Feb 12		L4: <u>The Women of Troy</u> by Euripides L5: <u>The Women of Troy</u> by Euripides	
4 Feb 15 – Feb 19		L6: <u>The Women of Troy</u> by Euripides L7: <u>The Women of Troy</u> by Euripides	
5 Feb 22 – Feb 26		L8: <u>The Women of Troy</u> by Euripides L9: <u>The Women of Troy</u> by Euripides	Practice SAC (Thursday/Friday)
6 Mar 1 – Mar 5		L10: <u>The Women of Troy</u> by Euripides L11: <u>The Women of Troy</u> by Euripides	SAC (Thursday/Friday)
7 Labour Day Mar 8 – Mar 12	<i>On completion of this unit the student should be able to produce a creative response to a Cate Kennedy's <u>Like a House on Fire.</u></i>	L1: <u>Like a House on Fire</u> by Kennedy L2: <u>Like a House on Fire</u> by Kennedy	
8 Mar 15 – Mar 19		L3: <u>Like a House on Fire</u> by Kennedy L4: <u>Like a House on Fire</u> by Kennedy	
9 Mar 22 – Mar 26		L5: <u>Like a House on Fire</u> by Kennedy L6: <u>Like a House on Fire</u> by Kennedy	
10 Good Friday Mar 29 – Apr 1		L7: <u>Like a House on Fire</u> by Kennedy L8: <u>Like a House on Fire</u> by Kennedy	Practice SAC (Monday/Tuesday)
HOLIDAYS			
11 April 19 – Apr 23		L9: <u>Like a House on Fire</u> by Kennedy L10: <u>Like a House on Fire</u> by Kennedy	SAC (Thursday/Friday)
12 April 26 – Apr 30	<i>On completion of this unit the student should be able to analyse and compare the use of argument and persuasive language in texts that present a point of view on an issue currently debated in the media.</i>	L1: Analysing Argument L2: Analysing Argument	
13 May 3 – May 7		L3: Analysing Argument L4: Analysing Argument	
14 May 10 – May 14		L5: Analysing Argument L6: Analysing Argument	
15 May 17 – May 21		L7: Analysing Argument L8: Analysing Argument	Practice SAC (Thursday/Friday)
16 May 24 – May 28		L9: Analysing Argument L10: Analysing Argument	SAC (Thursday/Friday)
17 May 31 – Jun 4		L11: Exam Preparation L12: Exam Preparation	All work due (Friday)
18 GAT week June 7 – Jun 11	English Practice Exam: Tuesday 8th June		

2021 – Unit 4 English

Week	Learning Goals	Content & Skills	Coursework & Assessment
1 Queen's birthday Jun 14 – Jun 18	<i>On completion of this unit the student should be able to construct a sustained and reasoned point of view on an issue currently debated in the media.</i>	L1: Presenting Argument L2: Presenting Argument	
2 Jun 21 – Jun 25		L3: Presenting Argument L4: Presenting Argument	
HOLIDAYS			
3 Jul 12 – Jul 16	<i>On completion of this unit the student should be able to produce a detailed comparison which analyses how two selected texts present ideas, issues and themes.</i>	L5: Presenting Argument L6: Presenting Argument	Oral Presentations Week
4 Jul 19 – Jul 23		L1: <u>Tracks</u> and <u>Charlie's Country</u> L2: <u>Tracks</u> and <u>Charlie's Country</u>	
5 Jul 26 – Jul 30		L3: <u>Tracks</u> and <u>Charlie's Country</u> L4: <u>Tracks</u> and <u>Charlie's Country</u>	
6 Aug 2 – Aug 6		L5: <u>Tracks</u> and <u>Charlie's Country</u> L6: <u>Tracks</u> and <u>Charlie's Country</u>	
7 Aug 9 – Aug 13		L7: <u>Tracks</u> and <u>Charlie's Country</u> L8: <u>Tracks</u> and <u>Charlie's Country</u>	
8 Aug 16 – Aug 20		L9: <u>Tracks</u> and <u>Charlie's Country</u> L10: <u>Tracks</u> and <u>Charlie's Country</u>	
9 Aug 23 – Aug 27		L11: <u>Tracks</u> and <u>Charlie's Country</u> L12: <u>Tracks</u> and <u>Charlie's Country</u>	
10 Aug 30 – Sep 3		L13: <u>Tracks</u> and <u>Charlie's Country</u> L14: <u>Tracks</u> and <u>Charlie's Country</u>	Practice SAC (Thursday/Friday)
11 Sep 6 – Sep 10		L15: <u>Tracks</u> and <u>Charlie's Country</u> L16: <u>Tracks</u> and <u>Charlie's Country</u>	SAC (Thursday/Friday)
12 Sep 13 – Sep 17		L1: Exam Preparation L2: Exam Preparation	
HOLIDAYS			
13 Oct 4 – Oct 8	<i>English Exam Revision</i>	L3: Exam Preparation L4: Exam Preparation	English Practice Exam Wednesday 6th
14 Oct 11 – Oct 15		L5: Exam Preparation L6: Exam Preparation	
15 Oct 18 – Oct 22			Last day Year 12 Monday 18th
16 Oct 25 – Oct 29	English Exam: Wednesday 27th October		
17 Nov 1 – Nov 5			

Course Outline:

VCE English Units 3 & 4

Unit 3:

Area of Study 1 – Reading and creating texts

In this area of study students identify, discuss and analyse how the features of selected texts create meaning and how they influence interpretation. In identifying and analysing explicit and implied ideas and values in texts, students examine the ways in which readers are invited to respond to texts. They develop and justify their own detailed interpretations of texts. On completion of this unit the student should be able to produce an analytical interpretation of a selected text, and a creative response to a different selected text.

SACs

- Analytical interpretation of a selected text: The Women of Troy. (30 marks) 4/5 March
- A creative response to a selected text: Like a House on Fire. (30 marks) 22/23 April

Area of Study 2 – Analysing argument

In this area of study students analyse and compare the use of argument and language in texts that debate a topical issue. The texts must have appeared in the media since 1 September of the previous year. Students read and view media texts in a variety of forms, including print, non-print and multimodal, and develop their understanding of the way in which language and argument complement one another in positioning the reader.

On completion of this unit the student should be able to analyse and compare the use of argument and persuasive language in texts that present a point of view on an issue currently debated in the media.

SAC

- An analysis and comparison of argument and the use of persuasive language in two or three texts. (40 marks) 27/28 May

Total marks are out of 100 for Unit 3.

Unit 4:

Area of Study 1 – Reading and comparing texts

In this area of study students explore the meaningful connections between two texts. They analyse texts, including the interplay between character and setting, voice and structure, and how ideas, issues and themes are conveyed. By comparing the texts, they gain a deeper understanding of the ideas, issues and themes that reflect the world and human experiences.

On completion of this unit the student should be able to produce a detailed comparison which analyses how two selected texts present ideas, issues and themes.

SAC

- A detailed comparison in written form of how two selected texts present ideas, issues and themes: Tracks and Charlie's Country. (60 marks) 9/10 September

Area of Study 2 – Presenting argument

In this area of study students build their understanding of both the analysis and construction of texts that attempt to influence audiences. They use their knowledge of argument and persuasive language as a basis for the development of their own persuasive texts in relation to a topical issue that has appeared in the media since 1 September of the previous year.

On completion of this unit the student should be able to construct a sustained and reasoned point of view on an issue currently debated in the media.

SAC

- A point of view presented in oral form using sound argument and persuasive language. The point of view should relate to an issue that has appeared in the media since 1 September the previous year. (30 marks) 12-16 July
- A written statement of intention to accompany the students' oral presentation, due at the time of the oral. (10 marks) 12-16 July

Total marks are out of 100 for Unit 4

“The Women of Troy” by Euripides:

Context Work

Before reading the play “The Women of Troy” by Euripides, it is important to gain an understanding of the history that precedes the action of the play, as there is some implied knowledge (information that the original audience watching “The Women of Troy” would have been familiar with). Here is some information about the Trojan War. Have a read of it and try to answer the questions below:

The Narrative of the Trojan War

According to classical sources, the war began after the abduction (or elopement) of Queen Helen of Sparta by the Trojan prince Paris. Helen’s jilted husband Menelaus convinced his brother Agamemnon, king of Mycenae, to lead an expedition to retrieve her. Agamemnon was joined by the Greek heroes Achilles, Odysseus, Nestor and Ajax, and accompanied by a fleet of more than a thousand ships from throughout the Hellenic world. They crossed the Aegean Sea to Asia Minor to lay siege to Troy and demand Helen’s return by Priam, the Trojan king.

The siege, punctuated by battles and skirmishes including the storied deaths of the Trojan prince Hector and the nearly-invincible Achilles, lasted more than 10 years until the morning the Greek armies retreated from their camp, leaving a large wooden horse outside the gates of Troy. After much debate (and unheeded warnings by Priam’s daughter Cassandra), the Trojans pulled the mysterious gift into the city. When night fell, the horse opened up and a group of Greek warriors, led by Odysseus, climbed out and sacked Troy from within.

After the Trojan defeat, the Greek heroes slowly made their way home. Odysseus took 10 years to make the arduous and often-interrupted journey home to Ithaca recounted in the “Odyssey.” Helen, whose two successive Trojan husbands were killed during the war, returned to Sparta to reign with Menelaus. After his death, some sources say she was exiled to the island of Rhodes, where a vengeful war widow had her hanged.

1. Why did the Trojan War break out?

2. Which countries fought in the Trojan War?

Below is a list of some of the characters that appear during the play "The Women of Troy" by Euripides. In the table provided (or one that you make for yourself) please write a description of each character that explains who they were in Greek mythology or theatre.

Character/s	Description
<p>Chorus:</p> 	
<p>Hecuba:</p> 	
<p>Talthybius:</p> 	

Andromache:



Menelaus:



Cassandra:



Helen:



Like a House on Fire

By Cate Kennedy

When studying this text in 2020, you will present sustained creative responses to *Like a House on Fire*, demonstrating your understanding of the world of the text and how texts construct meaning.

After you have read some of the short stories from *Like a House on Fire*, take some time to attempt the creative task below. Think about the way Kennedy constructs her narratives, settings, themes and characters and attempt to include similar elements into your own creative pieces of writing.

1. You may decide to continue one of the stories by adding another chapter.
2. You may want to write one of the stories from another character's perspective.
3. You may want to take some of the ideas from one of the stories and incorporate them into a new original character, setting and/or context.

TASK (500 words)

Cate Kennedy's short stories focus on small moments of tenderness that can redeem a toxic situation. She explores unorthodox relationships that stretch the boundaries of daily life. The stories in this collection are often about trust and loyalty in relationships, and involve characters with complex emotions and conflicting desires.

1. Highlight the key ideas expressed in the statement above.
2. Think about which stories explore these ideas the most.
3. Think about the writing techniques Kennedy uses to convey her ideas (style, description, language etc).
4. Brainstorm or create a rough outline of your narrative, setting and characters.
5. Write your narrative.

TITLE OF KENNEDY'S STORY YOUR CREATIVE PIECE IS DRAWING FROM THE MOST:
WHAT KEY IDEAS OR WRITING TECHNIQUES ARE YOU GOING TO TRY AND INCLUDE IN YOUR PIECE?

Charlie's Country & Tracks

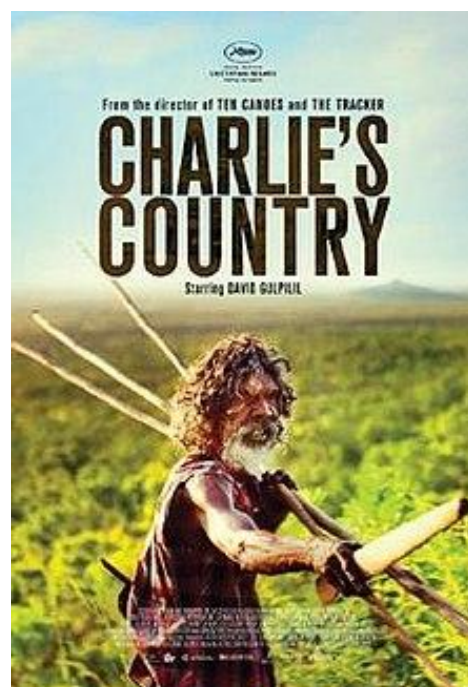
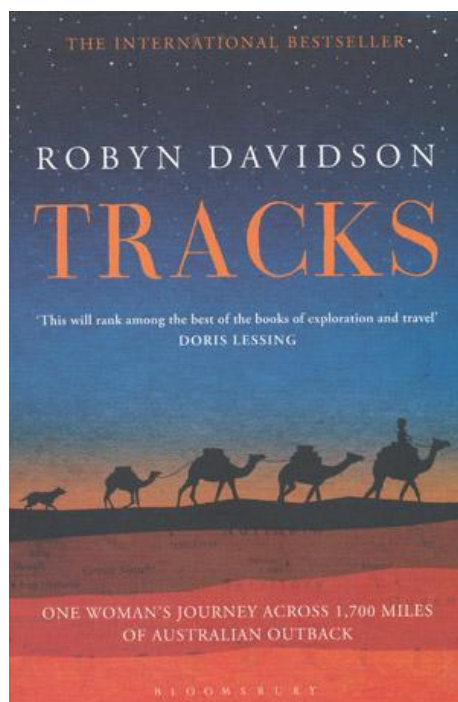
Comparative Analysis Task



Charlie's Country (film)



Tracks (memoir)



2020: Year 12 English

Holiday Preparation

Reading/Viewing/Listening to the Texts

The most important part of your preparation for Year 12 English is making sure you have read the texts before your first day back in 2020. On your first reading of the texts, definitely read them for enjoyment, but make some mental notes of moments you think are significant to the stories. Think about the different ideas that are explored in each text and maybe read a few reviews after you've finished each one. Take some time to complete each task in the Holiday Homework when you complete each text, as these will help extend your knowledge. Happy Reading!

Suggested Holiday Preparation Checklist

Use the calendar below as a checklist as you complete your preparation for Year 12 English.

Suggested Preparation	Done
<p>Read <i>The Women of Troy</i> by Euripides <i>The Trojan Women</i> (Gr: "Troädes") is a tragedy by the ancient Greek playwright Euripides. It follows the fates of Hecuba, Andromache, Cassandra and the other women of Troy after their city has been sacked, their husbands killed, and their remaining families about to be taken away as slaves (it runs parallel to the events in Euripides' play "<i>Hecuba</i>"). It is often considered one of Euripides' greatest works, and among the best anti-war plays ever written.</p> <p>Complete <i>The Women of Troy</i> task in the Holiday Homework Booklet</p>	
<p>Read <i>Like a House on Fire</i> by Cate Kennedy In <i>Like a House on Fire</i>, Kennedy once again takes ordinary lives and dissects their ironies, injustices and pleasures with her humane eye and wry sense of humour.</p> <p>Complete <i>Like a House on Fire</i> task in the Holiday Homework Booklet</p>	
<p>Complete <i>Charlie's Country & Tracks</i> comparative analytical task in the Holiday Homework Booklet</p>	
<p>Watch <i>Charlie's Country</i> (dir. Rolf de Heer) Displeased with the intervention of whitefella laws, Charlie takes off to live the old way and sets off a chain reaction of enlightening difficulties.</p> <p>The film is available on ClickView which you can access through the SSSC website using your Compass login details</p>	
<p>Read <i>Tracks</i> by Robyn Davidson Robyn Davidson is a young woman from Queensland, Australia, in the 1970s. She decides that she wants to get some camels and make a huge trek across the great Australian desert. It is a lot of work, and the experience changes her into a different person.</p>	